

I M P L E M E N T A T I O N

Calendaring the AVID Curriculum

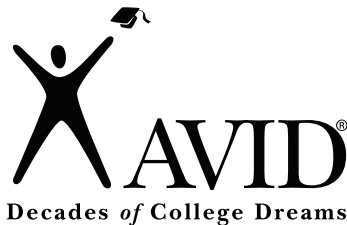
High School



AVID PRESS

CALENDARING THE AVID CURRICULUM

HIGH SCHOOL



“...what AVID shows is that high minority achievement can be more ordinary when schools not only insist on academic rigor, but also offer personal support. AVID offers a blueprint for this scaffolding.”
—Richard Rothstein, *The New York Times*

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“Advancement Via Individual Determination (AVID) gives students the vital resources and tools they need to succeed. To measure the success of this program, you only need to look at the students it has supported; they are motivated and guided into higher learning.”

—Senator Christine Kehoe, District 39,
California State Senate

AVID PROGRAM CONTENT AND PERFORMANCE STANDARDS

Content Standard 1.0

Students will develop strategies to identify and fulfill personal and academic goals.

Performance Standard Objectives

These performance standard objectives are based on the collaborative input of AVID Coordinators/Teachers, AVID Site Team subject-area teachers, and curriculum specialists.

AVID Curriculum

An AVID student may be considered to have met a performance standard objective for the AVID course content upon the successful completion of the activities designated within the AVID Curriculum. (All references are to coordinator editions.)

Grades 6–8 Performance Standard Objectives

- 1.1 Make appropriate decisions
- 1.2 Set goals

- *College and Careers*, Unit 1 Knowledge of Self, Unit 2 Student Responsibilities
- *Strategies for Success*, Unit 9 The GPA of Success; *College and Careers*, Unit 1 Six-Year Plan, Unit 2 Updating Six-Year Plan, GPA Goal Setting

Grade 9–10 Performance Standard Objectives

- 1.1 Become aware of interests, talents, abilities
- 1.2 Plan for ongoing personal and academic development
- 1.3 Refine personal and academic goals

- *College and Careers*, Unit 3 Knowledge of Self and Unit 4 All About Me
- *Strategies for Success*, Unit 9 The GPA of Success; *College and Careers*, Unit 3 Going Beyond the Classroom, Unit 4 My Accomplishments, Making Good Decisions
- *Strategies for Success*, Unit 9 The GPA of Success; *College and Careers*, Unit 1 GPA Goal Setting, Unit 3 Me Personally, Unit 4 Thinking about the Best College for You

Grades 11–12 Performance Standard Objectives

- 1.1 Refine goals based on interests, talents, and abilities
- 1.2 Refine plans for ongoing personal and academic development

- *Strategies for Success*, Unit 9 The GPA of Success; *College and Careers*, Unit 5 My Summer Action Plan
- *Strategies for Success*, Unit 9 Visualizing Your Goal; *College and Careers*, Unit 5 11th grade Checklist, Unit 6 Senior Year Checklist

Content Standard 2.0

Students will develop strategies to ensure academic success in core studies required for entrance to four-year colleges and universities.

Grades 6–8 Performance Standard Objectives

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| 2.1 | Keep an organized and neat notebook divided by subjects which includes a pocket for pens, pencils, highlighters, and other useful educational tools | • <i>Strategies for Success</i> , Unit 2 Binder Check-off Sheet |
| 2.2 | Keep assignment calendars for each class which show when work is due, when work is finished and turned in, and the grade on each assignment | • <i>Strategies for Success</i> , Unit 7 Calendars, Unit 9 Goal Setting Unit Plan |
| 2.3 | Develop note-taking skills in the <i>Cornell Note-taking Method</i> for all academic classes to be used as the basis for tutorials in AVID, review for tests, and support for assignments | • <i>Strategies for Success</i> , Unit 3 Cornell Note Unit Plan |
| 2.4 | Develop collaborative group study skills that are useful during tutorials and during the development of class projects | • <i>Strategies for Success</i> , Unit 6 Team Building Ideas |
| 2.5 | Develop inquiry skills that help solve problems and analyze issues in each subject area through the introduction of the Socratic Seminar | • <i>Strategies for Success</i> , Unit 12 Grade Level Plan; <i>Write Path</i> all subjects |
| 2.6 | Develop research skills, including the use of technology, for all academic classes | • <i>College and Careers</i> , Unit 4 Guided Internet Lesson |
| 2.7 | Develop test-taking skills for subject area classes and college admission tests | • <i>Strategies for Success</i> , Unit 13 Test Taking Tips |
| 2.8 | Develop oral language skills for personal use as well as for specific class assignments | • <i>Write Path English</i>
• <i>Strategies for Success</i> , Unit 14 Public Speaking Unit Plan |
| 2.9 | Develop listening skills that support interactions with others in class discussion and group activities | • <i>Strategies for Success</i> , Unit 5 Successful Classroom Interaction, Unit 6 Team Building Ideas, Unit 14 Public Speaking Unit Plan |
| 2.10 | Develop viewing skills to successfully analyze and learn from instructional films and computer-generated reports and lessons | • <i>Strategies for Success</i> , Unit 10 Learning Styles Survey and Discussion |
| 2.11 | Develop portfolio collection and assessment skills that will culminate in a portfolio used by the student, parents, middle school teachers, and high school counselors to insure placement in the most rigorous curriculum at the high school level, to include GATE/honors core classes, as well as college preparatory classes | • <i>Strategies for Success</i> , Unit 17 Portfolio Guiding Questions |

Grades 9–12 Performance Standard Objectives

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| <p>2.1 Refine organization and neatness of notebook(s) so that materials are easily accessible for group projects and studying, tutorials, test reviews, as well as starting the writing process for essay assignments</p> <p>2.2 Refine the use of Assignment Calendars or Agendas in order to manage academic endeavors, extra-curricular activities, community service, and athletic activities, as well as internships and jobs</p> <p>2.3 Refine note-taking skills in the Cornell Note-taking Method to a sophisticated level for all academic classes, especially honors and Advanced Placement classes or International Baccalaureate classes</p> <p>2.4 Refine collaborative group study skills so that students are able to form groups independently for each core class</p> <p>2.5 Refine inquiry skills so that students are able to lead Socratic Seminars, as well as be active participants in them</p> | <ul style="list-style-type: none">• <i>Strategies for Success</i>, Unit 2 Binder Contents Check-off Sheet, <i>Organizing the AVID Student Binder</i>, Unit 1 General Binder Requirements• <i>Strategies for Success</i>, Unit 7 Calendars, Unit 9 The GPA of Success, Goal Setting Unit Plan |
| <p>2.6 Refine research skills, including the use of technology, for all academic classes.</p> <p>2.7 Refine test-taking skills for core classes, PLAN, PSAT®, ACT, SAT®, and especially for essay test taking in preparation for college final exams</p> <p>2.8 Refine oral language skills that support leadership skills for extra-curricular activities, interview experiences for projects and jobs, as well as community service</p> <p>2.9 Refine portfolio collection and assessment skills in order to be prepared to give the Senior Presentation on personal and academic growth within high school or a selected topic as a graduation requirement</p> <p>2.10 Develop cross-age tutoring skills which enhance understanding in the tutor and the tutored student and which prepare the student to be a tutor in college</p> | <ul style="list-style-type: none">• <i>Strategies for Success</i>, Unit 3 The Cornell Note-taking System• <i>Organizing the AVID Student Binder</i>, Unit 2 Cornell Notes Samples• <i>Strategies for Success</i>, Unit 5 Successful Classroom Interaction, Unit 6 Team Building Ideas• <i>Implementing and Managing the AVID Program (IMAP)</i>, <i>Write Path</i> and <i>Write Path II English</i>, <i>Strategies for Success</i>, Unit 12 Socratic Seminar Lesson Outline• <i>Write Path</i> all subjects• <i>Strategies for Success</i>, Unit 13 Test Taking Tips; <i>College and Careers</i>, Unit 5 PSAT®/SAT®, <i>Preparing for College</i>, Reasoning Test Preparation• <i>Strategies for Success</i>, Unit 14 Public Speaking Unit Plan• <i>Strategies for Success</i>, Unit 17 Portfolio Guiding Questions• <i>AVID Tutorial</i> |

Content Standard 3.0

Students will develop proficiency in “Writing to Learn” across the curriculum.

Grades 6–8 Performance Standard Objectives

- 3.1 Develop understanding of the importance of writing about what has happened in class lectures and discussions, study groups, and tutorials in order to reflect upon what students have learned every day in every subject
 - *Strategies for Success*, Unit 3 The Cornell Note-taking System, Unit 4 Learning Logs Questions; *ML Writing*, Unit 1 Writing to Learn
- 3.2 Develop the ability to write neat and complete notes, summaries, and reflections in the following:
 - Learning Logs
 - Group Study Logs
 - Literature Logs
 - Summaries and Reflections on Lectures, Textual Studies, and Films

Grades 9–12 Performance Standard Objectives

- 3.1 Refine skills in writing to learn for continually more rigorous college preparatory, honors, Advanced Placement, and International Baccalaureate core curriculum and courses entered for career preparation
 - *Strategies for Success*, Unit 3 Cornell Note-taking System, Unit 4 Learning Log Questions; *HS Writing Curriculum*, Unit 1 Writing to Learn
- 3.2 Realize the importance of practicing writing to learn in conceptual courses such as advanced math and science, as well as English and social science
 - *Strategies for Success*, Unit 3 Cornell Note-taking System, Unit 4 Learning Log Questions; *HS Writing Curriculum*, Unit 1 Writing to Learn; *Write Path* and *Write Path II*, all subjects

Content Standard 4.0

Students will develop college awareness within a schoolwide, college-going culture so they have the opportunity to be ready for the application process for a four-year college or university.

Grade 6–8 Performance Standard Objective

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| <p>4.1 Use skills of listening, note-taking, interviewing, and discussing the topics introduced by guest speakers regarding career preparation and attendance at four-year colleges and universities</p> <p>4.2 Use skills of listening, note-taking, interviewing, and discussing the subjects of field trips to universities and colleges, and cultural events and places</p> <p>4.3 Develop research skills specifically in the area of gathering information regarding careers and four-year colleges and universities using technology</p> <p>4.4 Develop vocabulary skills including those based on recognition of basic roots, prefixes, and suffixes, for eventually practicing and taking college admission tests</p> <p>4.5 Develop strengths in test taking that, especially in the areas of English, reading, science, reasoning and math, prepare for success on the career and college assessment, Explore (ACT)</p> <p>4.6 Develop strength in test taking that strengthens the verbal and mathematical skills that are needed for the PSAT®.</p> | <ul style="list-style-type: none">• <i>Strategies for Success</i>, Unit 3 Cornell Note-taking System, Unit 4 Learning Log Questions, Unit 15 Guest Speaker Guide; <i>College and Careers</i>, Unit 1 Career Research, Unit 2 Changing Careers, Ideal Career• <i>Strategies for Success</i>, Unit 3 Cornell Note-taking System, Unit 4 Learning Log Questions, Unit 15 Guest Speaker Guide, Unit 16 College Visit Questionnaire; <i>College and Careers</i>, Unit 1 Career Interview, College Letter Activity• <i>College and Careers</i>, Unit 1 Career Awareness, College Plan Posters, College Letter, Unit 2 Career Exploration• ACT Explore and PSAT® preparation materials• <i>Write Path</i> all subjects, ACT Explore and PSAT® preparation materials• <i>Write Path</i> Mathematics, English, ACT Explore and PSAT® preparation materials |
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Grades 9–12 Performance Standard Objectives

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| <p>4.1 Continue to develop word attack skills by reviewing roots, prefixes, and suffixes, and ACT and SAT® word lists</p> <p>4.2 Become proficient at understanding more complicated and sophisticated vocabulary skills necessary to reading, writing, and test taking, such as those needed to analyze analogies</p> <p>4.3 Prepare for and practice taking college admission tests</p> <p>9 Practice PLAN and PSAT®</p> <p>10 Take PLAN and practice PSAT®</p> <p>11 Fall—Take PSAT® and practice ACT</p> <p>11 Spring—Take ACT, and SAT®</p> | <ul style="list-style-type: none">• ACT and SAT® preparation materials, <i>Preparing for College</i>• ACT and SAT® preparation materials; <i>HS Writing Curriculum</i>, Unit 4 Vocabulary Focus Lessons• <i>Strategies for Success</i>, Unit 13 Test Taking Tips; <i>College and Careers</i>, Units 3, 4, and 5 Testing Information, <i>Preparing for College</i> |
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- 4.4 Continue enhancing those skills developed in subject area core classes, especially in across the curriculum reading and vocabulary, that improve ability to be successful on college admission tests
 - *College and Careers*, Units 3, 4, and 5 Testing Information; *HS Writing Curriculum*, Unit 4 Focus Lessons *Write Path* and *Write Path II* all subjects
- 4.5 Improve techniques for taking college admission tests during lessons in specific test taking skills, especially on all segments of ACT and SAT® tests
 - *Preparing for College*
 - *Write Path* and *Write Path II Mathematics*
- 4.6 Become proficient in Algebra I and II and Geometry, at a minimum, in order to perform successfully on math portions of college admission tests
 - *Preparing for College*
 - *Write Path* and *Write Path II Mathematics*
- 4.7 Become proficient in matching personal strengths to college and career choices to potential career choices to narrow down college going options
 - *College and Careers*, Units 3–5 Career Information; *HS Writing Curriculum*, Unit 6 Career Research, *Preparing for College*
- 4.8 Become proficient in compiling a neat and complete college application
 - *College and Careers*, Unit 5 Mock Common Application, *Preparing for College*
- 4.9 Write successful personal statements for specific college admission essay prompts according to rubrics established in language arts classes and AVID Writing Curriculum
 - *HS Writing Curriculum*, Unit 5 College Essay
 - *College and Careers*, Unit 5 Personal Statement Essays, *Preparing for College*
- 4.10 Assist parents in filling out financial aide forms for college
 - *College and Careers*, Unit 6 The Financial Aid Process, *Preparing for College*
- 4.11 Research and apply for college scholarships
 - *College and Careers*, Unit 5 Scholarship Research
- 4.12 Decide on a college or university to attend and follow through with the required paperwork:
 - *College and Careers*, Unit 6 Choosing a College to Attend, *Preparing for College*
- Return corrected SAR—based on FAFSA—if required to do so
 - Write thank you notes
 - Verify college enrollment
 - Verify adequate grades for continuation of funding
- 4.13 Become proficient in practicing, applying for, and taking college placement tests
 - *College and Careers*, Unit 5 SAT® Reasoning Test Preparation, *Preparing for College*
- 4.14 Become proficient in taking Advanced Placement and/or International Baccalaureate examinations which are also used for college placement
 - *HS Writing Curriculum*, Unit 8 Timed Writing; *Write Path* and *Write Path II English*

Content Standard 5.0

Students will be proficient in using “The Writing Process” in core classes in order to write clear, coherent, and focused essays that exhibit awareness of audience and purpose and contain formal introductions, bodies of supporting evidence and conclusions.

Grade 6 Performance Standard Objectives

- 5.1 Use each step of the writing process in order to write successful narrative and expository essays
 - Prewriting
 - Drafting
 - Reader Response
 - Revision
 - Editing
 - Self-Evaluation
 - 5.2 Write a Report of Information
 - 5.3 Write a Story
- *ML Writing Curriculum*, Unit 2 The Writing Process
 - *ML Writing Curriculum*, Unit 6 Units of Study
 - *ML Writing Curriculum*, Unit 6 Units of Study

Grade 7 Performance Standard Objectives

- 5.1 Write an Autobiographical Incident
 - 5.2 Write an Evaluative Essay
- *ML Writing Curriculum*, Unit 6 Units of Study
 - *ML Writing Curriculum*, Unit 6 Units of Study

Grade 8 Performance Standard Objectives

- 5.1 Write an Analysis of Character
 - 5.2 Write a Problem-Solution Essay
 - 5.3 Refine and expand the development of essays introduced in grades 6–8
- *ML Writing Curriculum*, Unit 6 Units of Study
 - *ML Writing Curriculum*, Unit 6 Units of Study
 - *ML Writing Curriculum*, Unit 2 The Writing Process

Grades 9–12 Performance Standard Objectives

Use the writing process to develop the following essays:

Grade 9 Performance Standard Objectives

- 5.1 Explanation of Life Goals
 - 5.2 Description of a Place
 - 5.3 Explanation of a Process
- *HS Writing Curriculum*, Unit 6 Life Goals Essay, Unit 6 Description of a Place, Unit 6 Explanation of a Process

Grade 10 Performance Standard Objectives

- 5.1 Report of an Interview
 - 5.2 Biographical Sketch
 - 5.3 Problem-Solution
 - 5.4 Evaluation of a Story
- *HS Writing Curriculum*, Unit 6 Career Research, Unit 5 Biography, Unit 7 Problem-Solution, Unit 7 Analysis

Grade 11 Performance Standard Objectives

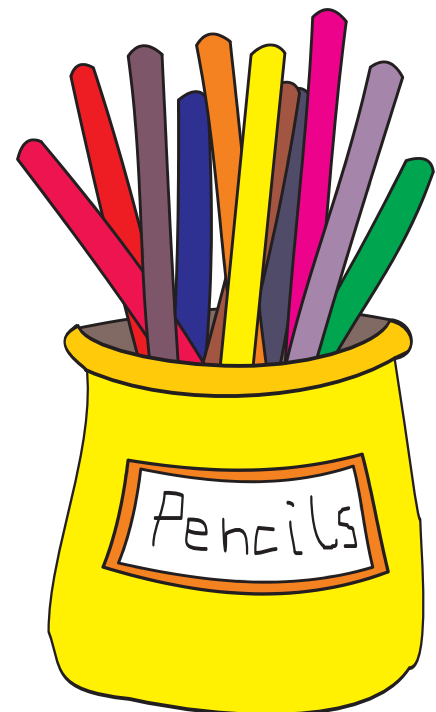
- 5.1 Cause-Effect
- 5.2 Comparison Analysis
- 5.3 Controversial Issue
- 5.4 Analysis of Theme

- *HS Writing Curriculum*, Unit 6 Career Research, Unit 7 Problem-Solution Analysis, Unit 7 Argument, Unit 7 Analysis of Theme

Grade 12 Performance Standard Objectives

- 5.1 Personal Statement for College Admission
- 5.2 Career Research Paper
- 5.3 Evaluation of Art or Music
- 5.4 Refine development of writing skills through additional assignments based on the above

- *HS Writing Curriculum*, Unit 5 College Essay, Unit 6 Career Research, Unit 7 Analysis, *Preparing for College*



Content Standard 6.0

6.1 Students will develop cross curricular reading skills through using their knowledge of word origins and word relationships as well as historical and literary context clues to determine the meaning of specialized vocabulary

Grades 6–8 Performance Standard Objectives

- 6.1a Distinguish and interpret figurative language and multiple-meaning words • *Write Path* and *Write Path II English*
- 6.1b Infer word meaning through identification and analysis of analogies and other word relationships

Grades 9–10 Performance Standard Objectives

- 6.1a Distinguish between denotative and connotative meanings of words • *High School Writing*
- 6.1b Identify and use knowledge of origins of commonly used words • *Write Path* and *Write Path II* all subjects
- 6.1c Apply context clues • *High School Writing*

Grades 11–12 Performance Standard Objectives

- 6.1a Discern the relationship of word meaning between pairs of words in analogical statements • *Preparing for College*

6.2 Students are able to identify and analyze the basic facts and ideas in informational materials

Grades 6–8 Performance Standard Objectives

- 6.2a Understand and analyze the differences among various categories of informational materials • *Write Path* and *Write Path II English*
- 6.2b Comprehend and analyze grade level appropriate text • *ML Writing*
- 6.2c Analyze and critique expository writing

Grades 9–10 Performance Standard Objectives

- 6.2a Synthesize the content and ideas from several sources dealing with a single issue or author
- 6.2b Evaluate the credibility and comprehensiveness of evidence and related generalizations • *Write Path* and *Write Path II* all subjects

Grades 11–12 Performance Standard Objectives

- 6.2a Analyze an author's implicit and explicit philosophical assumption and beliefs about a subject
- 6.2b Critique validity in the logic of arguments found in readings • *Preparing for College*

6.3 Students are able to analyze multi-cultural works of literary merit

Grades 6–8 Performance Standard Objectives

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| 6.3a Analyze the significance of points of view, setting and mood on the problem and resolution | • <i>Write Path and Write Path II English, ML Writing Curriculum, Unit 9 The Reading Process</i> |
| 6.3b Critique the realistic nature of characterization and plot | • <i>Write Path and Write Path II English, ML Writing Curriculum, Unit 9 The Reading Process</i> |
| 6.3c Compare recurring themes | • <i>Write Path and Write Path II English</i> |

Grades 9–10 Performance Standard Objectives

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| 6.3a Compare and contrast the presentation of a similar theme | |
| 6.3b Evaluate aesthetic qualities of a work | • <i>Write Path English</i> |

Grades 11–12 Performance Standard Objectives

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| 6.3a Analyze recognized works of world literature from a variety of authors | • <i>Write Path English</i> |
| 6.3b Analyze philosophical and/or political arguments | • <i>Write Path English</i> |

Content Standard 7.0

Students are able to evaluate the content of oral communications and deliver focused, coherent presentations that convey a clear interpretation of ideas and unity in relation to purpose and audience.

Grades 6–8 Performance Standard Objectives

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| 7.1 Understand verbal and non-verbal communication | • <i>Write Path English and History/Social Science</i> |
| 7.2 Employ group decision-making techniques | • <i>ML Writing, Oral Language Skills, Write Path English</i> |
| 7.3 Appeal to interests and prior knowledge of audience members | • <i>ML Writing, Oral Language Skills, Write Path English</i> |

Grades 9–10 Performance Standard Objectives

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| 7.1 Produce concise notes for extemporaneous delivery | • <i>Strategies for Success, Unit 14 Public Speaking Unit Plan</i> |
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Grades 11–12 Performance Standard Objectives

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| 7.1 Evaluate results of group presentations | • <i>Strategies for Success, Unit 14 Presentation Rubric</i> |
| 7.2 Be able to distinguish among and use informal usage, standard English and technical language | • <i>Strategies for Success, Unit 14 Public Speaking Unit Plan</i> |

Content Standard 8.0

Students become proficient in the mathematical skills and concepts that prepare them for the rigorous courses required for admission to four-year colleges and universities. Proficiency in mathematical skills and concepts are developed through AVID curriculum and AVID tutorials are not limited to the following.

Grades 6–8 Performance Standard Objectives

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| 8.1 Use and connect a variety of techniques for solving linear equations, inequalities, and systems of equations in applied contexts | • <i>Write Path Mathematics</i> |
| 8.2 Understand the meaning of variables, expressions, equations, and inequalities, and their use as models for situations | • <i>Write Path Mathematics</i> |
| 8.3 Evaluate, graph, and interpret the graphs of a variety of functions, and connect the behavior of the graphs to their corresponding representations as tables, equations, and solutions | • <i>Write Path Mathematics</i> |
| 8.4 Apply proportional reasoning to solve problems involving scale drawing and similar figures, and connect geometric situations to algebraic and numerical situations | • <i>Write Path and Write Path II Mathematics</i> |

Grades 9–10 Performance Standard Objectives

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|--|---|
| 8.1 Determine, understand, apply, and justify properties involving geometric figures | • <i>Write Path Mathematics</i> |
| 8.2 Pose, test, and justify conjectures in algebraic and geometric contexts | • <i>Write Path Mathematics</i> |
| 8.3 Write, simplify, evaluate, and solve linear, quadratic, inverse variation, exponential, and other equations in applied and abstract contexts | • <i>Write Path and Write Path II Mathematics</i> |
| 8.4 Work with a variety of algebraic expressions | • <i>Write Path and Write Path II Mathematics</i> |
| 8.5 Generalize exponent properties | • <i>Write Path and Write Path II Mathematics</i> |

Grades 11–12 Performance Standard Objectives

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| 8.1 Understand and justify advanced and abstract ideas in algebra, geometry, and trigonometry | • <i>Write Path and Write Path II Mathematics</i> |
| 8.2 Perform complex algebraic simplification and manipulations as required to solve problems | • <i>Write Path and Write Path II Mathematics</i> |
| 8.3 Use algebraic and geometric arguments to prove important mathematical ideas | • <i>Write Path and Write Path II Mathematics</i> |
| 8.4 Have a deep understanding of families of functions, their use in the world and the mathematical techniques required to write, solve, simplify, and interpret features of standard functions | • <i>Write Path and Write Path II Mathematics</i> |
| 8.5 Apply the connection between a function and its inverse, between right triangle trigonometry and circular functions | • <i>Write Path and Write Path II Mathematics</i> |

Using the AVID Curriculum

As the AVID program continues to grow and develop throughout the world, the AVID Center is proud to announce new features that will strengthen the performances of our students and facilitate the development of distinguished AVID programs.

Since the initial widespread dissemination of AVID in 1986, rigorous standards, accountability, and a “cutting edge” curriculum have been integral parts of our efforts. AVID schools were provided materials—including curriculum, handbooks, and supplementary materials—beginning in 1987. AVID coordinators have done an outstanding job of using the materials and implementing the AVID essentials. In 1996, AVID Center—with the invaluable assistance of many AVID coordinators—undertook the task of developing new instructional units that reach across the entire curriculum.

The curriculum materials are put together in such a way that they will facilitate the management of time:

- teacher editions of supplemental classroom materials
- administrator and counselor guides
- parent and tutor guides
- Multi-Grade Level Portfolios and informational book

Each of the curriculum sets is organized in a teacher-friendly way so that AVID teachers can efficiently make their way through each book, using the material most suited to their students’ differing needs. *Strategies for Success* is organized in units wherein each chapter has a unit plan with differentiation for each grade level. *College and Careers* is organized by grade level. Each chapter is devoted to a different grade with each topic being developed as students progress from one grade to the next. Both *Strategies for Success* and *College and Careers* are for grades 6–12. *High School Writing* is designed for grades 9–12. Consequently, the materials are organized in such a way that experiencing the entire curriculum thoroughly will probably take all four years.

Preparing for College and *AVID College Readiness: Working with Sources* are intended for grades 11 and 12. *Preparing for College* is a resource guide for AVID coordinators/teachers who are preparing students for college exploration and selection, focusing on testing, preparation, exploration, and “fit” and finances. *AVID College Readiness* is a three-unit (three-semester) curriculum written for the AVID Junior/Senior Seminar providing a rigorous program that focuses on reading, writing, critical thinking, and research expected of first and second year college students. In all three units, the guiding question is, “How have great leaders been catalysts for change?”

High School AVID Curriculum Library

Implementation Set

Implementing & Managing the AVID Program for High School (1)

Calendaring the AVID Curriculum for High School (1)

AVID Program Information Video (30 minutes) (1)

Organizing the AVID Student Binder (1)

Decades of Dreams Video (1)

Wall of Fame Class Set (30 copies) & Study Guide (30)

AVID Forms for Implementation CD

Preparing for College Grades 11/12 - Teacher Guide

Preparing for College Grades 11/12 - Student Guide CD

AVID College Readiness: Working with Sources - Teacher Guide (1)

AVID College Readiness: Working with Sources Student Guide CD (1)

High School Writing Set

High School Writing - Teacher Guide (1)

High School Writing - Student Guide (30)

College & Careers Set

College and Careers - Teacher Guide (1)

College and Careers - Student Guide (30)

Strategies for Success Set

Strategies for Success - Teacher Guide (1)

Strategies for Success - Student Guide (30)

AVID Family Workshops Grades 6–12

AVID Family Workshops Grades 6–12 Transparencies on CD

Schoolwide Set

Administrator Guide (1)

World Languages Supplement - Teacher Guide (1)

Write Path Math - Teacher Guide (1)

Write Path Math Student Guide (1) & CD (1)

Write Path English Language Arts - Teacher Guide (1)

Write Path English Language Arts - Student Guide (1) & CD (1)

Write Path Science - Teacher Guide (1)

Write Path Science - Student Guide (1) and CD (1)

Write Path English Language Learners - Teacher Guide (1)

Write Path English Language Learners - Student Guide (1) and CD (1)

Write Path History/Social Science - Teacher Guide (1)

Write Path History/Social Science - Student Guide (1) & CD (1)

Write Path II English Language Arts - - Teacher Guide (1) & CD (1)

Write Path II Life and Physical Science - Teacher Guide (1) & CD (1)

Write Path II History/Social Science - Teacher Guide (1) & CD (1)

Write Path II Math - Teacher Guide (1) & CD (1)

AVID Celebrating 25 Years of College Dreams DVD

Tutorial Set

Tutorial Coordinator Guide (1)

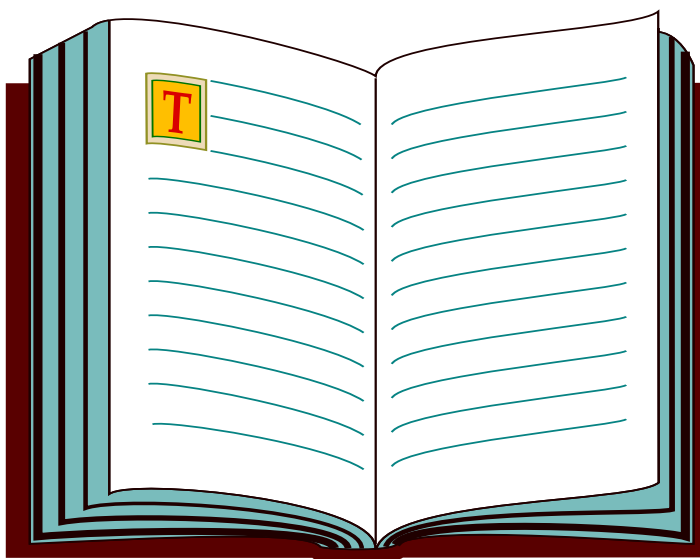
Tutorial College Student Guide (pkg. of 5)

Algebra Tutorial—CA or Algebra Tutorial—NC (1)

Tutorial Training Video (40 minutes) (1)

Advanced Tutorial Path (1)

Tutorial Tips from an AVID Teacher (1)



AVID CALENDARS

AVID Semester Planning Calendar for _____ to _____

Week of	Monday	Tuesday	Wednesday	Thursday	Friday

Calendar for the Month of _____

Name _____ Course _____

Teacher _____ Period _____

Sunday					
Saturday					
Friday					
Thursday					
Wednesday					
Tuesday					
Monday					

Three Week Multilevel AVID Calendar

Grade Level	Monday	Tuesday	Wednesday	Thursday	Friday
9th					
10th					
9th					
10th					
9th					
10th					

Three Week Multilevel AVID Calendar

Grade Level	Monday	Tuesday	Wednesday	Thursday	Friday
9th					
10th					
11th					
12th					
9th					
10th					
11th					
12th					
9th					
10th					
11th					
12th					

PLAN FOR GRADES 9–12

Sample Week in the AVID Elective Daily or Block Schedule

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AVID Curriculum	Tutorials	AVID Curriculum	Tutorials	Binder Evaluation Field Trips Media Center Speakers Motivational Activities (within block)
Combination for Block Schedule		Combination for Block Schedule		

AVID Curriculum includes:

- *Strategies for Success*
- *College and Careers*
- *Writing Curriculum*
- *Preparing for College*
- *AVID College Readiness: Working with Sources*
- Oral language/public speaking
- Note-taking practice
- Test preparation
- Research
- WICR activities

AVID Tutorials include:

- Collaborative study groups

- Problem solving
- Note-taking
- Higher-level thinking questions
- WICR strategies
- Reflection and evaluation

Motivational Activities include:

- Speakers
- Field trips
- Philosophical chairs/Socratic Seminar
- Team building
- Media Center/Career Center
- Other motivational activities that support AVID goals

Suggested Order and Timeline for Introducing Ideas/Activities

AVID College Readiness: Working With Sources, Grades 11–12 (ACR) (see publication for specific pacing guide)

College and Careers, Grades 6–12 (CC)

High School Curriculum, Grades 9–12 (WC)

Organizing the AVID Student Binder (OSB)

Preparing for College (PC)

Strategies for Success, Grades 6–12 (SS)

Freshman Year

Week 1	Introduce the AVID Binder	Unit 2 (SS), Unit 1 (OSB)
Weeks 1–36	Team Building	Unit 6 (SS)
	Classroom Interaction	Unit 5 (SS)
Week 2	Introduce the Cornell Notes	Unit 3 (SS), Unit 1 (WC), Unit 2 (OSB)
	Learning Logs	Unit 4 (SS), Unit 1 (WC), Unit 2 (OSB)
	Introduce Tutorials	Unit 8 (SS)
Weeks 3–4	Time Management	Unit 7 (SS)
Weeks 3–36	Test Taking	Unit 13 (SS), Unit 3 (CC)
Weeks 5–6	Study Management	Unit 7 (SS)
Week 7	Goal Setting	Unit 9 (SS)
Week 8	Oral Language in AVID	Unit 14 (SS)
Week 9	Introduce Six-Year Plan	Unit 3 (CC)

For the rest of the freshman year, all of the above subjects are dealt with in terms of REFINEMENT. Most of the main ideas/procedures/concepts are introduced by the end of the first quarter, and then we practice, practice, and practice. Activities that apply from “Beyond the Basics” can be introduced on an “as needed” basis, but otherwise tend to fall within the realm of the sophomore year. Students should have begun PSAT® and PLAN preparation by the second semester and should have a study plan for the summer months (PSAT® is taken in October).

Sophomore Year

Weeks 1–2	Introduce/Review the AVID Binder	Unit 2 (SS), Unit 1 (OSB)
	Review Time Management	Unit 7 (SS)
	Study Management	Unit 7 (SS)
Weeks 1–36	Team Building	Unit 6 (SS)
	Classroom Interaction	Unit 5 (SS)
Weeks 3–5	Work in-depth on Cornell notes, particularly refining levels and depth of questions (use Costa), as well as on SQ3R	Unit 3 (SS), Unit 1 (WC), Unit 2 (OSB)
	Review Tutorials	Unit 8 (SS)
Weeks 6	Learning Logs	Unit 4 (SS), Unit 1 (WC), Unit 2 (OSB)
Week 6–36	Socratic Seminars	Unit 12 (SS)
	Test Taking	Unit 13 (SS), Unit 4 (CC)
Week 7	Goal Setting	Unit 9 (SS)
Week 8	Oral Language in AVID	Unit 14 (SS)
Week 9	Review Six-Year Plan	Unit 4 (CC)

Junior Year

Weeks 1–9	Self-Awareness and Personal Development	Units 5, 6, and 10 (SS), Unit 5 (CC), Unit 1 (PC)
Weeks 10–18	Planning for Admission	Unit 5 (CC), Unit 1 (PC)
	College Entrance Examinations	Unit 5 (CC), Unit 8 (WC), Unit 1 (PC)
Weeks 19–27	Choosing a College	Unit 5 (CC), Unit 2 (PC)
Weeks 28–36	Application Process	Unit 5 (CC), Unit 2 (PC)

In the junior year, the focus is on readiness for college testing and selection. Students should have been introduced to all of these ideas previously, but now the spotlight is on serious preparation in these areas. In particular, document-gathering for the impending college and financial aid application process must receive much attention here: copies of parents' tax forms for the year preceding the senior year, letters of recommendation, copies of transcripts, lists (resumes) of accomplishments and awards must be scrutinized and gathered for ease of use in the Fall.

Additionally, students will continue to develop the skills acquired in the freshman and sophomore years specifically binder organization, test taking, and tutorials.

Senior Year

Weeks 1–9	College Admissions Essay	Units 5 and 6 (CC), Unit 5 (WC), Unit 3 (PC)
	College Placement Examinations	Unit 6 (CC), Unit 8 (WC), Unit 3 (PC)
Weeks 10–18	Financial Aid	Unit 6 (CC), Unit 3 (PC)
Weeks 19–27	AVID: The School to Profession Plan	Unit 6 (CC), Unit 4 (PC)
Weeks 28–36	Preparing for College Life	Unit 6 (CC), Unit 4 (PC)

In the senior year, the emphasis is on the first semester. During this time, students must be very focused and must stay on top of deadlines and requirements. The need for calendars and planners to be up-to-date and specific must be especially emphasized at this time.

From March on, students generally need lots of time and opportunity to discover and plan for attending college, selecting courses, finding support services on campus, and (perhaps) living on their own. **GRADES MUST NOT DIP IN THE SENIOR YEAR, PARTICULARLY IN THE SECOND SEMESTER.** Students may lose their places at colleges if they have been provisionally admitted or if grades fall below the previous grade point level.

Writing Lessons: Suggested Grade Levels

Sections 5–7 of this guide contain writing lessons that are organized by their focus or by their particular writing demands. Within each section, the lessons are identified as foundational, intermediate, or advanced to facilitate differentiated instruction within the classroom (adapting lessons to meet the needs of students). The goal is for AVID teachers to select the particular writing types that best match the needs of their students—in focus or in rigor—as they plan their year-long curriculum. However, we know that teachers sometimes appreciate suggestions about which particular writing lessons might be most appropriate for specific grade levels. Given the general demands of the writing tasks within each lesson and considering the requirements of the California Language Arts Content Standards, the following suggestions are offered. This is not meant to be a sequential plan for writing instruction; rather, it simply outlines which lessons might be well-suited for each grade level.

In a multi-grade AVID class, the teacher might choose to do one writing type with the whole class, offering more support for those less-experienced students who need it, or the teacher might choose to have different groups of students writing to different assignments, using tutors as facilitators in the groups.

<i>9th Grade</i>	<i>10th Grade</i>	<i>11th Grade</i>	<i>12th Grade</i>
<ul style="list-style-type: none"> • Mandala Autobiography • Autobiographical Incident • Life Goals • Description of a Place • Explanation of a Process • Character Analysis 	<ul style="list-style-type: none"> • Mandala Autobiography • Autobiographical Incident • Biography • Life Goals • Career Research • Description of a Place • Explanation of a Process • Character Analysis • Problem-Solution Analysis 	<ul style="list-style-type: none"> • Autobiographical Incident • Biography • Life Goals • Career Research • Problem-Solution Analysis • Argument 	<ul style="list-style-type: none"> • College Essay • Argument



NOTE: Given the time constraints of a school year, not all writing lessons would necessarily be taught at each grade level.

Writing Lesson Timelines

Each writing lesson offers a suggested number of hours needed to complete all the steps included in the lesson. Given the reality of AVID class times, it may not be feasible for the AVID teacher to devote the full number of hours to completing all lesson steps. The steps are included, however, so AVID teachers have a range of skills and activities from which to choose. The AVID teacher may choose to shorten the timeline by doing some of the following:

- Read through the lesson, highlighting the specific steps that are most relevant for the students in that teacher's AVID class. Complete only those steps.
- Choose those steps of the lesson that reinforce specific skills students need and leave out the other steps. For example, the teacher might only complete the prewriting and drafting steps of a lesson because she/he wants to reinforce the skills for generating writing. In this case, it might not be necessary to take the paper through multiple drafts (although it could be an option for students later).
- Divide students into small groups based on writing needs and experience. Choose and implement only those lesson steps that are relevant for each group. Trained AVID tutors can facilitate the small writing groups to help free up the teacher to work with those in most need or to circulate to help all the groups. This flexible grouping allows some groups to continue with the writing lesson longer than others, giving students who need extra time and practice the opportunity to have them.
- Coordinate some writing assignments with other subject area classes. If students are already working on a biography in another class, for example, use some of the steps in the biography lesson to support the development of the paper in the AVID class. The paper then becomes a "joint" assignment for both classes. At some sites, this might be a coordinated effort between content area teachers, AVID tutors, and the AVID teacher.

“AVID revolutionizes the way teachers teach in public school.”

—Scott Pelley, *CBS 60 Minutes II*

DAILY PLANNING GUIDE

Notes

First Month (September)

Organizational Responsibilities

- Check AVID budget and plan monthly expenditures so that budget will last throughout the year (*IMAP*).
- Have classroom telephone and Internet installed if not already done.
- Prepare AVID binders ready for students' first day of school (*IMAP*, *SS*).
- Collect appropriate classroom materials.
- Hire, train, and assign tutors for all class sections.
- Establish a weekly schedule to meet with tutors regarding instructional responsibilities, review of students' progress, and tutor concerns.
- Establish tutor guidelines (i.e., dress, conduct, etc.) and clearly communicate those expectations (*IMAP*, *The AVID Tutorial*).
- Make certain that tutors register for and attend all tutor training sessions provided by district or county offices of education. Consider paying tutors an hourly wage for such training. Coordinators/teachers may also benefit from attending.
- Provide information about the AVID program to the faculty; then include how and when faculty may most conveniently reach you to discuss students' progress. Ask them to refer new students for AVID throughout the year.
- Arrange for classroom speakers.
- Check with the counseling office regarding its schedule of college recruitment speakers who will visit your campus. Ask that AVID students be included whenever possible. Also alert the counseling office that AVID students will take the PSAT® or PLAN.
- Plan a first-quarter field trip to an area college. Involve tutors in the planning.
- Plan a fall "cultural" field trip to a museum, theater production, place of historical interest. Involve tutors or delegate responsibility (*IMAP*, *SS*).
- Begin raising money for field trips if necessary. Consider establishing an AVID club on campus.
- Send an introductory letter to AVID parents (*IMAP*).
- Plan annual AVID Family Night to be held in September or in early October. This may be in conjunction with "Back-to-School Night."

Activities

- Provide a workshop for faculty and staff explaining the AVID program; this may be on the agenda for the pre-school teachers' meetings, distribute *AVID Alert* and *AVID Good News* forms (*IMAP*).
- Make phone calls to homes of students who are absent. Continue this throughout the year.
- Hold annual AVID Family Night this month or early next month.
- Attend all coordinator staff development meetings provided by district or county offices of education.
- Determine AVID portfolio contents (*IMAP*, *SS*).
- Duplicate reproducible calendars and binder grading sheets (*IMAP*, *SS*) and graphic organizers from the Life Goals Unit (*High School Writing*, Grades 9–12).

Curriculum

In the first weeks of your AVID class as you introduce the basics of AVID, you will mainly rely on *Strategies for Success* for the students in your class who are new to AVID. Your other students may begin working in *College and Careers*, especially the returning seniors. Soon, you will begin to add the tutorial components with the help of the Tutorial Guide twice a week. At this time, the students will also be ready to begin working on the *High School Writing* on one of the two days that you devote to AVID curriculum. Students in 11th and 12th grade will also begin working from *Preparing for College*.

Week 1**Materials**

Implementing and Managing the AVID Program (IMAP), High School; *AVID Strategies for Success (SS)*; *AVID College and Careers (CC)*; *Organizing the AVID Student Binder (OSB)*

Day 1

This is the day that you will be introducing AVID and yourself to the class. You might give them a brief overview of AVID, the opportunities which have opened to them now that they are in AVID, the honor of their selection, and what they might expect to take place in the class. Also, explain why you became involved in the AVID program. Use as overheads A Week in the AVID Elective and WICR (*IMAP*).

Pass out the AVID curriculum materials to the class so that they may familiarize themselves with the materials that they will be using on curriculum days.

Duplicate the calendars that you want the students to use for each of their classes that have not already provided a calendar.

Day 2

- First introduce students to *Strategies for Success*, which is an introduction to AVID skills for new students and a review and enrichment of AVID skills for returning students. The new students will need help from the returning students to feel confident about getting ready to start the new school year successfully.
- Help the students set up their notebooks according to Introduction to the AVID Binder (*IMAP*, *OSB*, *SS*). Be sure the students include an assignment calendar for each class. The students may have calendars from the subject area teachers or one from the supply that you have reproduced to keep in your classroom.

The students will need to fill in the proper dates and information for each calendar.

- Introduce the time-management calendars and begin to set goals and plan for the year (*SS*).
- Explain the *AVID Alert* and *AVID Good News* bulletins (*IMAP*, *SS*).
- Ask students and family support members to sign the AVID Agreement (*IMAP*, *SS*).

Day 3

- Cornell note-taking system (*SS*, *OSB*). Continue practicing the different types of note-taking during curriculum days in your AVID week. Be sure to collect the notes, grade them encouragingly, and give them back to the students to keep in the AVID section of their binders.

Day 4

- Explain the study process of making note cards, and the on-going review of Greek/Latin prefixes, suffixes, and root words for vocabulary building prior to the PLAN, ACT, PSAT®, and SAT®.

- Continue college entrance exam practice from the current ACT/SAT® bulletins available in the counseling office or in *College and Careers*.
- Seniors should continue the process of self-assessment and collecting data in order to begin the application process (CC).

Day 5

- At this time you might want to informally check the binders of the new students; for the first time, students and tutors might evaluate the binders together and perhaps wait to assign points until the students have more experience using the study skills techniques. Returning students could model their AVID binders during an informal and interactive binder check.

You might also have your first guest speaker. The students may practice their note-taking skills during the presentation.

Week 2

Materials

The AVID Tutorial; The Tutorial Path (to be used in conjunction with the Write Path series in each subject area); *Organizing the AVID Student Binder*

Day 1

- Introduce tutors to the students and discuss the tutors' roles in the AVID program. Show the video, *The AVID Tutorial*.

Day 2

- Introduce the Tutorial Request Form and the Tutorial Log (*IMAP, SS, The AVID Tutorial*). The students will use the Tutorial Request Form to be admitted to each tutorial. The Tutorial Log will help the coordinator/teacher, student, and tutor keep track of how well the student is matching the use of the tutorial to the needs indicated by test and class grades. The coordinator/teacher or tutor might ask the student to also turn in a learning log or notes based on the tutorial. Any combination of these activities can be assessed by the tutor or coordinator/teacher to aid in giving the students their grades.

After reviewing the guidelines for the tutorial groups with the students, you might wish to have students practice getting into tutorial groups quickly and efficiently, interacting with the tutors, and filling out tutorial logs. Then you, the tutors, and the students could participate in a self-evaluation of the practice tutorial before the actual tutorial sessions begin taking place twice a week.

Day 3

- Explain to the students how you will be setting up the tutorial groups when tutorials officially begin. Discuss with the students how they might be participating in different tutorials on each day.

Day 4

- Check student notes for length, key concepts, and study questions. Have each student retrieve a set of class notes from the AVID binder on one specific academic area. Then in multi-level groups, ask the returning students to share their notes with new students and through self-analysis and group interaction students might make suggestions for improvements (*OSB*).

Day 5

- Continue the informal collaborative evaluations on the student binders. For this first check, students might wish to interact with the tutors while the binders are being checked (*IMAP, SS, OSB*).

The students could participate in a class bonding activity such as People Bingo or Party Mixer (*SS*).

Week 3**Materials**

High School Writing, College and Careers, Preparing for College

Activities

All Students: This week focuses on familiarizing the students on the writing curriculum so that some of the more self-directed students can feel confident about working in small collaborative groups, especially returning students.

Begin the introductory writing unit, which acts as a review for ongoing AVID students and an overview of the writing process that the new students will use throughout their years in AVID. Give the freshmen students their AVID Multi-Grade Level Portfolio and explain the portfolio as a tool for reflection, self-analysis, planning goals, and college and career preparation.

Use four to six weeks of writing curriculum days to finish introducing the writing process and the Life Goals multi-paragraph essay for ninth through eleventh grades. Twelfth grade students should begin the college admission essay. Seniors may also use the Life Goals Unit as a basis for the college admission essay.

Day 1

- “Writing to Learn” (*WC*)

Day 2

- “The Writing Process” (*WC*)

Day 3

- “The Three-Part Essay” (*WC*)

Day 4 and 5

- “Life Goals Multi-paragraph Essay” (*WC*)
- Continue collection of college admission essay prompts and college applications (*CC, WC, PC*).

- Seniors will begin working on their college admission essays (*WC, PC*).

NOTE: Seniors will continue working in the senior curriculum units because turning in applications to colleges, college admission essays, and signing up for college entrance exams is vitally important at the beginning of the senior year.

- When the students have their returned graded essays, they will set up the informal portfolio that will collect all of their writing from the AVID class. At the end of the semester they will select representative work for their Multi-Grade Level Portfolio.

NOTE: Now that all of the AVID curriculum materials have been introduced, the students are ready to being a regular AVID week.

Week 4

Materials

High School Writing, Strategies for Success, College and Careers, Preparing for College

Day 1

- Continue writing on one curriculum day.

Day 2

- At the beginning of the year, during a tutorial day, be sure to continue the specific practice of note-taking during the tutorial with the tutorial logs.

Day 3

- Introduce test-taking materials (*SS*).
- Newer students continue developing note-taking skills and developing goals through lessons in *IMAP* and *Strategies for Success*. Also, apply for the PLAN and the PSAT®.
- Juniors continue working on college entrance exam skills (*CC, PC*). Also, apply for the ACT and the SAT® for practice.

Day 4

- Students participate in AVID tutorials using Tutorial Request forms and Tutorial Log forms.
- Begin the college application process (*CC, PC*).
- Continue tutorials for two days during the week. After reviewing students' Grade Check forms, reassess the special needs of students that might be in distress regarding one of their classes. At this time, participation in specific tutorial groups by certain students should become required rather than voluntary.

Day 5

- Binders should be graded today. Be sure that every student has the binder checked. Make a list of students who missed the binder check due to absence or inattention. Post this list post for Monday as a reminder for make ups. Also, for those students

who received low grades on their binders, form a tutorial group so that the tutor may go through the binders with the group while they collaborate on methods of improving the binders.

Second Month (October)

Organizational Responsibilities

- 9th, 10th, and 11th grade students register for the PLAN and PSAT® exams in October.
- Seniors register for the October or November SAT® or ACT exam so that their scores are available for their college applications.
- Organize the first site team meeting to discuss using writing as a tool of learning, using classroom tutors, and working with AVID students, which students attend to explain what they are doing.
- 9th and 10th, grade students take the PLAN; that all 11th grade students take the PSAT®; all 12th grade students sign up for the ACT and SAT®.
- Develop fundraising ideas for field trips if necessary.

Activities

- Hold AVID Family Night if not done in September.
- Hold first meeting of the Parent Advisory Board.
- Hold first site team meeting.
- Take students on first field trip.
- Make phone calls to homes of absent students. Continue this throughout the year.
- Ask faculty for feedback on student progress. Use *AVID Good News* and *AVID Alert* forms.

Week 5

Materials

Writing Curriculum, Strategies for Success

Day 1

- Continue to work on Life Goals Unit and the College Admission Essay.

Day 2

- Continue to model note-taking and practice in learning logs and/or tutorial notes.

Day 3

- Work on PSAT® or PLAN and ACT or SAT® test familiarization with the actual booklets that you have collected from the counseling office where the students will sign up for the exams. Also, continue working on vocabulary building. Your sources

for vocabulary lists are the professionally prepared examination books listed in your bibliography.

Day 4

- Two days of tutorial groups in area of student academic needs. Meet with students who need special help based on grade checks.

Day 5

- Conduct the binder check while the students listen to a guest speaker and take notes. Be sure to go over expectations when there is a guest speaker. (SS)

Week 6

Materials

High School Writing, Strategies for Success, College and Careers, Preparing for College

Day 1

- Continue work on the Life Goals Essay or College Admission Essay and preview for the students what they will be turning in as The Writing Package.

Day 2

- Stress tutorial groups for classes in grades are lowest.

Day 3

- Introduce and review “Reading Comprehension Question Types.”

Day 4

- Review test taking in preparation for mid-terms (SS).

Day 5

- Assist students in reorganizing and making their binders neater as they might have become disorganized before the binder check.

Week 7

Materials

High School Writing

Day 1

- Review the writing process, focusing on final drafts.

Day 2

- Continue in appropriate tutorial groups.

Day 3

- Introduce and review the analogies section of the SAT®.

Day 4

- At this time, a tutorial group might be devoted to only seniors as they prepare their admissions essays and college applications and sign up for and prepare for the entrance examinations.

Day 5

- During the binder check by the tutors, the students might participate in a team building activity or an AVID Club meeting to plan a field trip, social activity, or fundraising activity.

Week 8

Materials

High School Writing, Strategies for Success, College and Careers, Preparing for College, The Write Path English

Day 1

- Prepare essays.

Day 2

- This might be a time when students are preparing projects to turn in for various classes.

Day 3

- Prepare/collect essays.

Day 4

- Continue appropriate tutoring activities.

Day 5

- During the binder check, an oral language activity would be enjoyable (*SS, The Write Path English*).

Third Month (November)

Organizational Responsibilities

- Work with AVID counselor to set up AVID student and family college application workshops.
- Seniors submit their college applications. Most are due by the end of the month.
- Check on students' quarter grades and follow up as appropriate.
- Second letter to AVID parents should be sent, including individual students' progress and AVID program activities.

Activities

- Organize a staff in-service during which "Writing to Learn" curriculum may be explored in more depth (*IMAP*; *SS*; or *WC*).
- Usually the fall "cultural" field trip is taken during this month.
- Meet with the AVID site team.
- Continue Family Workshops. (See *AVID Family Workshops*.)

Week 9

Materials

Strategies for Success, College and Careers, Preparing for College

Day 1

- Introduce and review the Test Taking unit (*SS*) and *How to Study for College* by Pauk that is in your AVID Library.

Day 2

- Continue appropriate tutorials. If students are just beginning new units in their classes and have no questions yet, your tutors may want to use The Tutorial Path with the more advanced students. The tutors may use the subject area supplements if they need in-depth instruction on the activities.

Day 3

- Introduce and review Sentence Completion from PSAT® and SAT® (*CC*).

Day 4

- Seniors continue 12th grade unit (*CC*).

Day 5

- During the binder check, the students might listen to a guest speaker.

Week 10

Materials

High School Writing

Day 1

- Writing Curriculum: Choose from suggestions in *High School Writing*, Grades 9–12 so that all students are exposed to Reflective, Expository, and Persuasive writing throughout the year.

Day 2

- Continue appropriate tutorials.

Day 3

- Introduce and review mathematics section of PSAT® and SAT®.

Day 4

- Continue appropriate tutorials. Consider including ACT/SAT® Math if the students do not have specific questions to address.

Day 5

- During the binder check, take the time to organize the college or cultural field trip.

Week 11

Materials

High School Writing

Day 1

- Continue work in *High School Writing*.

Day 2

- Continue appropriate tutorials.

Day 3

- Continue work in SAT® Math.

Day 4

- Continue tutorials in SAT® Math.

Day 5

- During binder check, organize college or cultural field trip. Discuss appropriate behavior. Model appropriate behavior through role play.

Week 12

Materials

High School Writing

Day 1

- Continue the writing curriculum.

Day 2

- Continue in the appropriate tutorial groups.

Day 3

- Introduce and review the differences between the PLAN and PSAT® and the ACT and SAT®. Use the booklets provided by the counseling office as your textbooks. Remind the students that statistically, according to the ACT, women and people of color score in the higher percentile on the ACT than they do on the SAT®.

Day 4

- Continue in the appropriate tutorial groups or the ACT Science or History/Social Studies. It is very important for the students to review the sections of the ACT that do not appear in the SAT®.

Day 5

- During the binder check, consider doing an oral language activity.

Fourth Month (December)

Organizational Responsibilities

- Prepare for the next family workshop. (See the *AVID Family Workshops*.)
- The PSAT®/PLAN results arrive in counseling office. Obtain copies of exams and individual results for your students. Use these to review and practice the students' areas of need.
- If you have AVID graduates, plan a "Welcome Home From College Day" before the winter break. Contact former students and invite them to drop by your AVID classes during their college break (which begins earlier than the high school winter break) to share their impressions of college with current students. You might try to arrange a panel presentation to be followed by a question and answer session.

Activities

- Hold a second meeting of Parents' Advisory Board.
- Hold a faculty "Writing to Learn" meeting.
- You may wish to do an AVID holiday outreach activity (for example, letters to shut-ins, food baskets).

Week 13

Day 1

- Students should be working toward finishing their essays before the winter break. You might need to use both curriculum days at some point in order to give students ample time to finish their essays.

Day 2

- Continue appropriate tutorials.

Day 3

- For those students that might be finished with their essays, students could look again at their Planning Calendars and their Reading Logs and make any additions or adjustments to them.

Day 4

- Continue appropriate tutorials.

Day 5

- During the binder checks, students could be planning holiday outreach activities and Organizing Responsibilities.

Week 14

Materials

College and Careers, Preparing for College

Day 1

- Students should be preparing the Writing Package for their essays. Collect these on the Friday before the winter break.

Day 2

- Continue the test-taking techniques during the tutorials where appropriate.

Day 3

- Introduce and review the test-taking techniques that students need for the tests that they will be taking before winter recess.
- Introduce materials for SAT® (Achievements) (CC).
- Review the materials for SAT® (Achievements) if necessary. Introduce the materials for readying students for college placement tests (CC).

Day 4

- Continue the appropriate tutorials.

Day 5

- During the binder check, continue the seasonal outreach activities.

Fifth Month (January)

Organizational Responsibilities

- Assign tutors to work with individual students who are still experiencing academic difficulty.
- If the budget is sufficient, set up before/after school tutorial sessions to help prepare students for final exams.
- Arrange for second semester classroom speakers. Tutors can help with this.

Activities

- Meet with the AVID site team to review progress on the site plan.
- Hold faculty meeting regarding curriculum, using tutors in classrooms, and techniques used in AVID.

Week 15

Materials

High School Writing

Day 1

- **Writing Curriculum:** Choose from suggestions listed in *High School Writing*, Grades 9–12 so that all students practice writing reflective, expository, and persuasive papers throughout the year.

This will extend into the second semester.

NOTE: Seniors should be completing all college entrance exams. Also, at this time seniors should concentrate on their financial aid applications and scholarship applications. Seniors might wish to go to the career center or counseling office to access files or data banks containing this information.

Day 2

- Tutorials should be focusing students toward final semester unit tests and/or final examinations.

Day 3

- Continue Writing Curriculum.
- Work on financial aid forms or applications for scholarships.

Day 4

- Continue focused tutorials.

Day 5

- During binder checks, students could benefit from a motivational speaker.

Week 16

Materials

High School Writing

Day 1

- Continue the writing curriculum.
- Continue working on financial forms or applications for scholarships.

Day 2

- Continue preparing for final examinations. Be sure students are working with study sheets that subject area teachers have made available.

Day 3

- Continue the writing curriculum.
- If financial aid forms have not been finished, the students should work on these.

Day 4

- Continue preparing for final examinations.

Day 5

- Students might wish to spend this binder check day organizing their binders for final examination studying.

Week 17

Materials

High School Writing

Day 1

- Finish essays and prepare the Writing Package.
- Finish the financial aid application process. Send this in as soon as possible.

Day 2

- Continue preparing for final examinations.

Day 3

- Turn in the Writing Package.
- Mail in the financial aid application.

Day 4

- Continue preparing for final examinations.

Day 5

- Final binder check. Students can prepare for remaining final exams, take AVID final exam, or have an end-of-semester celebration.

Week 18

- Final binder check. Students can prepare for remaining final exams, take AVID final exam, or have an end-of-semester celebration.

The Beginning of Second Semester Sixth Month (February)

Organizational Activities

- Send letter to families about individual students' semester progress just in case grade reports "didn't make it home." Include "Unsatisfactory Grade Letter" to parents of students who earned D or F semester grades. Include congratulations to students who are doing well.
- All seniors' federal aid applications due by March 1.
- Seniors begin receiving acceptances from colleges. Make certain they send back their "intent to enroll" papers.
- Begin the recruitment process for next fall's incoming class (*IMAP*).

Activities

- Second field trip to an area college.
- Third meeting of Parents' Advisory Board.
- Invite faculty to visit the AVID class. Host an "open house" or lunchtime celebration of AVID student success.

Week 1

Materials

Strategies for Success

Day 1

- Complete a second semester time-management calendar, "real" versus "ideal." Clean out notebooks, but save all notes and materials. Make new calendars for each class. Be sure to put all examples of writing in your class portfolio. Select the representative pieces for your permanent Multi-level Portfolio.

Day 2

- Work on completing your portfolio assessments and reflections with the assistance of the tutors.

Day 3

- Write second semester academic goals (*SS*).

Day 4

- Begin second semester tutorials. Base tutorial groups on first semester grades.

Day 5

- During the binder check, have a returning college student panel or guest speaker.

Week 2

Materials

College and Careers

Day 1

- Continue Six-year Plan (CC) now that students should have first semester report cards or transcripts. Be sure to ask the person in charge of data collection at your school for a printout of your classes' academic results.

Day 2

- Continue tutorials.

Day 3

- Students should be updating the materials that they began working on in the beginning of the year. They should review their goal sheets from the beginning of the year and make any adjustments. They should look at their planning calendars and make sure that they have added important information to their new semester calendars.

Day 4

- Continue tutorials. Students may need to update their study buddy lists/group project lists.

Day 5

- Be sure that all of the binders are neatly set up for second semester before the binder check.

Week 3

Materials

College and Careers, Preparing for College

Day 1

- Introduce and review the concept of Holistic Scoring found in the College and Career section on the Subject-A for the University of California. Many of your students must take this test in March. (The English Placement Test for California State University is taken later in the semester.) This concept needs to be introduced to new students and reviewed for returning students because practicing timed writing tests throughout their high school career will allow them to become proficient enough in this type of writing to qualify for college placement in English.

Day 2

- Continue the tutorials. Be sure to address the needs of the students who received the lowest grades at the semester grading period.

Day 3

- Continue Subject-A preparation (CC).

Day 4

- Continue the tutorials.

Day 5

- During the first binder check of the semester, be sure that all students have all of their calendars properly filled in with the important test dates and activities.

Week 4

Materials

College and Careers, Preparing for College

Day 1

- The students should continue the holistic scoring discussions. This week they should cover the examples of the samples for each score of the holistic rubric.

Day 2

- Continue the tutorials.

Day 3

- The students should continue analyzing the samples for the English college placement exams. After this week they should be ready for an actual practice.

Day 4

- Continue the tutorials.

Day 5

- During the binder check, the students would enjoy listening to a guest speaker and taking notes to prepare for the question and answer session after the talk.

Seventh Month (March)

Organizational Responsibilities

- More seniors should receive college acceptance letters. Make certain they submit their “intent to enroll” papers.
- Continue with recruitment of new students in time for counselor articulation with the feeder junior high or middle schools.

Activities

- Take spring “cultural” field trip during this month.
- Faculty workshop dealing with “Writing to Learn” activities and/or AVID site team meeting(s).
- Publicize and celebrate college acceptances.
- Host a college “Freshmen for a Day” visit.

Week 5

Materials

High School Writing

Day 1

- Continue the work on holistic scoring by practicing one of the prompts. Give the students the time today to read the selection and make notes that they will want to use in their essay to be written on Wednesday. Have them finish the class period by writing a brief outline of what they plan to write.

Day 2

- Continue tutorials.

Day 3

- Students take practice timed writing exam.

Day 4

- Ask the tutors and seniors (as peer tutors) to lead a group of four or more students in the holistic scoring read-a-round (WC).

Day 5

- During the binder check, debrief the students on their Subject-A writing experiences. On their holistic scoring sheets from their read-a-rounds, ask them to write suggestions to themselves for improving their next timed writing experience. Be sure to file these timed writings in their writing portfolios.

Week 6

Materials

High School Writing, Strategies for Success

Day 1

- **Writing Curriculum:** Choose from the suggestions in *High School Writing, Grades 9–12* so that all students practice writing reflective, expository, and persuasive papers.

Day 2

- Continue tutorials.

Day 3

- Introduce Socratic Seminar (SS) to the students. Explain that the seniors will be leading a discussion in the Socratic Seminar method for their lower grade level classmates.

Day 4

- Continue the tutorials led by the seniors in the Socratic method. Debrief the session.

Day 5

- During the binder check, continue the debrief on the Socratic Seminar. Then ascertain whether any of your students plan to run for school office. This is a good time to share how the students might plan campaign strategies. Allow time for the students to practice campaign speeches, talks, or interviews.

Week 7

Materials

High School Writing, College and Careers, Strategies for Success, Preparing for College

Day 1

- Continue the writing curriculum.

Day 2

- Continue the tutorials.

Day 3

- Continue preparation for college entrance exams.

Day 4

- Continue the tutorials.

Day 5

- During the binder check, consider doing an oral language activity to help the students get ready for campaign speeches or any class presentations they will be doing. Focus the seniors on career interviews.

Week 8

Materials

High School Writing, College and Careers, Preparing for College

Day 1

- Continue the writing curriculum.

Day 2

- Continue the tutorials.

Day 3

- Continue preparation for college entrance examinations. Concentrate on SAT® for juniors as well as the SAT® and ACT.

Day 4

- Continue the tutorials, focusing on needs ascertained by grade checks.

Day 5

- During the binder check, finalize field trip plans.

Eighth Month (April)

- Check on students' third quarter grades and issue warnings to those earning D's or F's. Ask tutors to follow up with individual students as assigned.
- Send letter to families detailing each student's progress and AVID program activities.
- Send progress reports to students' teachers.

Activities

- Take trip to a college or business. You might want to set up shadowing activities in conjunction with this activity.
- Faculty workshop on "Writing to Learn" curriculum and/or AVID site team meeting(s).
- Fourth meeting of Parents' Advisory Board, including program evaluation.
- Begin planning an end-of-year event.

Week 9

Materials

High School Writing, College and Careers

Day 1

- Continue the writing curriculum.

Day 2

- Continue the tutorials. Be especially focused on the students trying to bring up D's and F's.

Day 3

- Continue the review for the ACT and the SAT® (CC).

Day 4

- Continue the tutorials.

Day 5

- During the binder check, continue planning the end-of-year activity such as a senior awards reception to which you might invite faculty members.

Week 10

Materials

High School Writing

Day 1

- Continue the writing curriculum.

Day 2

- Continue the tutorials.

Day 3

- Continue working on ACT and SAT®.

Day 4

- Continue the tutorials.

Day 5

- During the binder check, you might wish to hold elections for your AVID club.

Week 11

Materials

High School Writing

Day 1

- Continue the writing curriculum.

Day 2

- Continue the tutorials.

Day 3

- Conclude the final stages of the writing curriculum for this unit so that the students may have their writing package ready to turn in on Friday.

Day 4

- Continue the tutorials, or a tutor may assist a student group in finalizing the writing packages.

Day 5

- During the binder check, continue the student election planning which might include painting posters and so forth. Collect the writing package.

Week 12

Materials

College and Careers, Preparing for College

Day 1

- introduce the multiple-choice section for the California State University English Placement Test which will also help students prepare for the ACT and SAT® (CC, PC). Spend today explaining and practicing the different sections.

Day 2

- Continue the tutorials. A tutorial group might be devoted to the English Placement Test (EPT) preparation. Practice on this test will also help the students prepare for the English section of the ACT and the SAT® (CC, PC).

Day 3

- Practice the 45 minute timed writing prompt for the California State University EPT (CC, PC).

Day 4

- Continue the tutorials.

Day 5

- During the binder check, turn over the planning for the end of year activity to the new officers of the AVID club.

Ninth Month (May)

Organizational Responsibilities

- Have students fill out the “AVID Alert Response Sheet” (*IMAP*) to their teachers to explain their academic difficulty.
- Continue planning an AVID end-of-year event and send invitations to school administration, faculty, parents, and former students.
- Begin AVID program evaluation.
- Order AVID binders for next fall’s classes.
- Order consumables for next year’s classes and add to classroom library.

Activities

- Hold a welcoming activity for next year’s incoming AVID students. This is a good time for current students to share their enthusiasm for the program, as well as their personal accomplishments.
- Plan the final faculty meeting to assess AVID program effectiveness, “Writing to Learn” activities, and tutorial assistance across the curriculum.
- Celebrate student successes.

Week 13

Materials

High School Writing

Day 1

- **Writing Curriculum:** Choose from the suggestions in *High School Writing*, Grades 9–12 so that all students practice writing reflective, expository, and persuasive papers.

Day 2

- Continue tutorials. Begin to focus on final exams.

Day 3

- Continue and conclude the sign-off procedure for the SCANS Certificates that will be placed in the Multi-Grade Level Portfolios.

Day 4

- Continue the final exam focus on tutorial days.

Day 5

- Organize the materials in the binder in order to study for final exams more efficiently.

Week 14

Materials

High School Writing

Day 1

- Continue the writing curriculum.

Day 2

- Tutorial focus should be on final projects or final exams.

Day 3

- Continue signing off on SCANS Skills and Proficiencies and studying for ACT or SAT®.

Day 4

- Continue tutorials.

Day 5

- During the binder check, use a fun interactive oral language activity.

Week 15

Materials

High School Writing

Day 1

- Continue the writing curriculum.
- Continue getting ready for any senior exhibitions required by your school.

Day 2

- Continue tutorials.

Day 3

- Continue the writing curriculum and senior project so that your class can finish these activities and concentrate on studying for final exams.

Day 4

- Continue tutorials.

Day 5

- This should be your final binder check for the semester. Make sure that everyone has the proper number of binder checks. After today, only make-up binder checks will be made. The students should organize their materials for final exam study sessions.

Week 16

Materials

High School Writing, Strategies for Success, College and Careers, Preparing for College

Day 1

- Finish the final drafts of the essays and prepare the writing packages. Also, the Career Research Paper should have been finished in plenty of time to finalize the Multi-Grade Level Portfolio for use in any Senior Exhibitions.

Day 2

- Tutorials should focus on final exams. Review different types of testing techniques (SS, CC, PC).

Day 3

- Continue reviewing testing techniques and during class discussion, facilitate the students' planning which techniques should be used on which tests.

Day 4 and 5

- Continue correlating testing subjects with the type of tests that might be given on them and then focus on content in tutorials led by college tutors and peer tutors.

Tenth Month (June)

Organizational Responsibilities

- If budget permits, offer before/after school tutoring to prepare students for final exams.
- Contact graduating AVID seniors or other tutor prospects regarding tutorial employment for the fall. Have district offices “process” these students for employment so that they are ready to begin work in September. Inform them of planned AVID class times.
- Finish site profile sheet in time to share the results at the end-of-year awards event.
- When semester grades are available, send the “Unsatisfactory Grade Letters” to parents of students receiving semester D’s or F’s and drop these students from the AVID program unless they have enrolled in summer school. Send congratulatory messages to parents of students who are doing well.

Activities

- Hold AVID end-of-year awards event.

Week 17

Materials

Strategies for Success

Day 1

- Listen to end-of-year presentations. Prepare Multi-Grade Level Portfolios.

Day 2

- Focus tutorials on final exams.

Day 3

- Continue Portfolio preparation.

Day 4

- Conduct Portfolio Conferences (SS).

Day 5

- Continue Portfolio Conferences.

Week 18

Materials

Strategies for Success

Day 1

- Finish Portfolio Conferences or Senior Presentations.

Day 2

- Focus on final exams.

Day 3

- Students should form study buddy groups to finish studying for finals.

Day 4

- Finish studying for final exams.

Day 5

- Have motivational activity to psychologically get ready for finals. Consider donuts and hot chocolate for a morning class or pizza and soda for an afternoon class. Relax before gearing up for finals. By now your students are prepared.

Congratulations on your successful completion of a year in AVID!

“AVID has consistently provided a super highway to achievement for more than 30,000 students. With 95% of the participating students continuing onto college there is no doubt that AVID is making a difference in our schools and our children’s lives.”

—Assemblymember George A. Plescia, District 75,
California State Assembly